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ABSTRACT

This after-school remedial reading program is designed to make it possible for people without extensive training to improve the reading skills of community children. Competencies to be achieved, criterion behaviors for instructors, criterion behaviors for children, and instructional materials are outlined. Suggestions are included for budget guidelines (based on four instructors, four aides, and sixty pupils), staff qualifications, and evaluation procedures. (AA)

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A COMMUNITY OPERATED AFTER SCHOOL READING PROGRAM

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A Community Operated After School Reading Program

Because of the large number of children who are not reading well enough to function adequately in this society, an after school reading program for facilitiating reading achievement is essential in those communities where there are serious deficits in the reading skills of school children.

Schools are generally held responsible for reading instruction in all of the content areas and many of them are fulfilling their roles. But there are many students who are in need of additional instruction. Fitzgerald (1974) makes the following observation:

> Special reading tests, part of HEW's Health Examination Survey, were administered to a sampling of 6,768 youths between 1966 and 1970.
>
> The scoring showed that 4.8 percent were illiterate. Projected nationwide, that means about 1 million of 22.7 million children who should be in grades 6 through 12 cannot read a fourth grader's material.
>
> ...4.7 percent white males and 1.7 percent of white females could not read, compared with 20.5 percent of black males and 9.6 percent of black females.

The purpose of this article is to delinenate a functional after school reading program for children. It is presented in practical terminology thus making it possible for persons without extensive training in reading to operate a program which will improve the reading skills of community children. Prior to implementing the program, it will be necessary for interested community members to 1) identify and organize a group of persons willing to discuss the establishment of such a reading program, 2) solicit support from community agencies and business in terms of funds, materials,

space etc., 3) schedule a series of meetings to operationalize the reading program (definite decisions about funding and implementing of the program should be discussed within a paradigm of short range activities) and 4) finally, identify instructors, aides, and the children who will participate in the program (Scales and Smith 1976).

The Reading Program

It has been acknowledged on numerous occasions that reading is imperative for the acquisition of knowledge in any content area. This reading program, if implemented, should help ameliorate various reading deficits currently experienced by many children. The program outlines the competencies to be achieved (column one), the criterion behavior for instructors (column two), the criterion behavior for pupils (column three), and the instructional materials (column four). Competency A is exploring interest. Competency B is diagnostic. Competency C is reading efficiency. Competency D is evaluation. Each of the four competency areas should be read across columns one through four.

In implementing the program, a ratio of one instructor and one aide per five pupils is recommended. Approximately thirty minutes of instruction should be planned for pupils daily. Thus four instructors and four aides could work with approximately 60 pupils between the hours of three and four-thirty in one afternoon. The teaching strategies may be varied and should be selected with the aid of a reading consultant.

Suggested budget information and staff qualifications have been included in order to give readers a clear picture of the activities required for a successful program. In addition, a plan to evaluate program effectiveness is provided.

THE READING PROGRAM

Competency	Criterion Behavior for Instructors	Criterion Behavior for Pupils	Instructional Material
A. Exploring Interest through: . Interest Inventories	The instructors may administer interest inventories to the pupils by: . reading it to them and writing down their responses . making it available for the pupils to read . asking the pupils to contribute any other interest information not covered on the interest inventory.	The pupils will listen to the interest inventories and respond to the instructor. The pupils will read the interest inventories and will write their responses. The pupils will contribute interest information not covered on the interest inventories.	Interest inventories from a variety of sources
. Recreational Reading	Instructors will make available a variety of books, short stories, film strips, workbooks, crayons, paper and other material that may elicit a pupils interest. The instructors will share some of their interests with the pupils. Next, the pupils will be asked to share events or matters of interest with the instructors.	Pupils may browse through the materials until they become interested in at least three of the items. They will collect the items and report back to the instructors. The pupils will enter into a conversation with the instructor and discuss things of interest or concern.	Books, games, paints, paper workbooks, paperbacks, short stories, charts, pencils, model cars, toys, content area material, and any other items which may interest pupils
B. Diagnosis . Reading Comprehension	Instructors will utilize materials selected by pupils under competency A for partial comprehension diagnosis. Instructors will devise at least nine questions from the material. Three questions should be at the literal level, three at the inferential level and three should be on vocabulary.	Pupils will read silently from their selected material and answer questions asked of them by the instructors.	Pupil selected reading material

Competency	Criterion Behavior for Instructors	Criterion Behavior for Pupils	Instructional Material
	Instructors will select passages from other reading material that is at the pupils grade level and below. Literal, inferential, and vocabulary questions will be devised on this material.	Pupils will read silently from the selected passages and answer questions asked of them by the instructors.	Instructor selected reading material
. Word Recognition	Instructors will diagnose word recognition skills by directing pupils to read orally unfamiliar material which is at their grade level and below.	Pupils will read unfamiliar material to the best of their ability.	Trade books at various reading levels
	Instructors will direct pupils to read selected sight word list, e.g. Dolch and etc.	Pupils will read selected sight word lists to the best of their ability.	Short stories, word lists, work pages, a variety of commercial and informal constructed games
	Instructors will direct pupils to syllabicate familiar and unfamiliar words.	Pupils will demonstrate their ability to syllabicate.	Unfamiliar word list, nonsense words
	Instructors will direct pupils to listen for sounds in familiar and unfamiliar words.	Pupils will listen for initial sounds in familiar and unfamiliar words.	
	Instructors will direct pupils to listen for certain sounds (vowels, blends, consonants and etc.) in the initial, medial and final positions of words.	Pupils will listen for certain initial, medial and final sounds in words.	

Competency	Criterion Behavior for Instructors	Criterion Behavior for Pupils	Instructional Material
. Listening Comprehension	Instructors will select material at the pupils grade level and above. Instructors will devise literal, inferential and vocabulary questions on that material. Instructors will read material to the pupils. Next instructors will ask pupils questions about the material.	Pupils will listen to the material read and respond orally to the questions asked of them by the instructors.	Instructor selected material and sets of questions
C. Reading Efficiency . Vocabulary Development	Instructors will construct settings in which pupils will explore and will develop a new vocabulary. Instructors will construct settings in which pupils will become knowledgeable about certain content area vocabulary. Instructors will construct settings in which pupils will work with synonyms, antonyms, prefixes, suffixes, etc. Instructors will construct settings in which pupils will advance their vocabularies through poetry, films, discussions, children and adult recorded conversations, make-believe trips games, etc.	Pupils will identify vocabulary words from different content areas for study. After which they may: . discuss the terms with peers and/or instructors . look them up in the dictionary . construct their own dictionaries . develop their own word files . develop their own activities with selected words . use their vocabulary words in formal and informal settings (This may be executed through role-play.) . involve their parents in an activity on vocabulary development at least twice a week.	Trade books, commercial and informal constructed games, cassette programs, paper and pencils, crayons, films, content area material

Competency	Criterion Behavior for Instructors	Criterion Behavior for Pupils	Instructional Material
. Word Recognition	Instructors will make provisions for practice, review and development of word recognition activities. This will be accomplished by helping the pupils build their sight vocabularies and mastering some techniques for attacking unknown words. Specifically, activities for determining contextual clues, auditory and visual discrimination, phonic analysis and structural analysis will be developed and implemented. The instructors will suggest a sequential plan of skill development for the pupils.	The pupils will utilize the materials provided in developing their reading skills. The pupils will consider the suggestions made by the instructors and select specific areas to study.	Commercial programs and games, informal constructed acitvities and games, other materials suitable to the development of word recognition skills
. Comprehension	The instructors will provide settings in which pupils will work on: . finding main ideas in passages . evaluating and assimilating ideas . making inferences, judgments and anticipating outcomes . understanding relationships between sentences, paragraphs and chapters . noting details . following directions . developing an appreciation of reading.	Pupils will work to develop their skills of comprehension through activities provided by the instructors.	Informal constructed materials, magazines, commercial programs, games, records, films, filmstrips, collection of various sounds, instruments, other learning media

Competency	Criterion Behavior for Instructors	Criterion Behavior for Pupils	Instructional Material
	The instructors will make provisions for informal activities through language experience books, charts and other communicative media. The instructors will develop experiences which will interest the pupils in attentive, appreciative, analytical, and marginal listening. Experiences will include such things as: . listening to follow directions . listening to stories . listening to solve problems . listening to music while painting pictures.	Pupils may devise and implement activities which will develop their awareness and appreciation of their communicative skills. Pupils will involve themselves in activities that will enhance their listening skills. Pupils will visit the neighborhood library and may become involved in building their own library.	
.Work-Study Skills	Instructors will provide activities in which pupils will become involved in identifying book aids (title page, chapter headings, index), pupils will use dictionary aids, reference material, graphic aids, they may become involved in skimming, organizing, summarizing, locating information and reading for a special purpose.	Pupils will become involved in activities which will enhance their work-study skills.	Reference books, dictionaries, trade books, graphic material, records, and other material that will enhance the development of work-study skills.

Competency	Criterion Behavior for Instructors	Criterion Behavior for Pupils	Instructional Material
D. Evaluation . Vocabulary	Instructors will have selected key words from the material with which the pupils have been working.	Pupils will give the meaning of the words and point out the prefixes, suffixes and root part of the words.	Lists of words
. Word Recognition	Instructors will construct an informal reading inventory or use a commercially prepared word recognition diagnostic instrument. Instructors will administer the instrument to the pupils.	Pupils will assess their word recognition knowledge with the diagnostic instrument.	Informal word recognition diagnostic instrument
. Comprehension	Instructors will have selected passages from material with a comparable reading level. . The cloze technique may be applied to one passage. . Various questions may be devised from other passages.	Pupils will complete the cloze exercise. Pupils will read the passages and answer the questions.	Cloze passages Reading passages with questions
. Work Study Skills	Instructors will have available various reference material. Instructors will have devised activities for assessing pupils' knowledge in this area.	Pupils will demonstrate their knowledge in this area by performing adequately on the activities provided by the instructor, e.g. . Pupils may locate the table of contents in a book. . Pupils may state the steps for surveying a text. . Pupils may demonstrate map reading.	Reference books, text books, maps, graphs, etc.

BUDGET AND QUALIFICATIONS

MATERIALS	$ 1,000
PERSONNEL	
Four Instructors @ $12.00 per day x 9 months	10,800
Four Aides @ 7.00 per day x 9 months	5,040
Benefits totals 5% of salary	792
PHYSICAL FACILITIES	
Rental @ $100 per month x 9 months	900
READING CONSULTANT	600
	$19,132

EXPLANATION OF BUDGET

Materials: The materials will consist of commerical programs, kits labs, paperback books, games, records, record player, cassettes, recorders and tapes. Also included will be such raw materials as oak tag, magic markers, pencils, paper and other materials which will necessitate the development of efficient reading.

Personnel: The personnel will consist of instructors that will be primarily responsible for program instruction. The aides will be responsible to the instructors. Their duties will include working with pupils and constructing materials. The reading consultant will be responsible to the instructors.

Physical Facilities: The physical facilities should be adequate for academic instruction.

QUALIFICATIONS

Instructors: The instructors must have a high school education and some college coursework experience. Also they should have some experience in working with children.

Aides: The aides should have some high school training and experience in working with children. They should also be committed to helping minority pupils improve their reading skills.

Reading Consultant: The reading consultant should be a practicing certified reading specialist with at least three years of elementary classroom teaching or four years of elementary and secondary classroom teaching combined and two years of training teachers in reading methodology. Experience in teaching college reading is also helpful and desired.

Evaluation of Program Effectiveness

The program details the activities necessary for program implementation, including the criterion behavior for pupils and instructors. However an assessment of these behaviors offers only one measure of program effectiveness. The ultimate success of this program is dependent on five (5) additional conditions which should be considered in the final evaluation:

1. The Implementation Process

   Attention should be given to the time schedule, the process of staff selection, the selection of facilities and materials and the recruitment of students. Questions to be asked in this area should focus on how closely the original plan was followed and what problems, if any, were encountered in operationalizing the proposed plan of action.

2. Participant Response to Roles/Responsibilities

   The program presented assumes that there will be close collaboration between counselors, teachers, school administrators, parents and the community. New roles and responsibilities will be required of these participants. It will be important to assess their acceptance of and adherence to these changes in current functioning. Of particular importance will be their perceptions and/or satisfaction with their participation in the decision making process.

3. The Cost of the Program

   The actual versus the planned cost of the program will be of major concern to the funding source (s). Thus the allocation of funds to specific activities and budget items as well as the use of resources per pupil should be measured.

4. Community Response to the Program

Community support for the program cannot guarantee its success. However, strong resistance can have measurable impact on its continuation and future funding. This is particularly true if local businesses and organizations have contributed materials and/or services. In addition, attention should be given to the response of those persons effected by but not directly involved in program operations.

5. Feasibility of Program Expansion

One goal of this reading program may be its expansion in size and its adoption by a number of communities. In this case it will be important to have information regarding the costs and time required to operationalize this program and its adaptability to a variety of community settings.

A general evaluation plan for this program is illustrated in Figure 1. This plan delineates the goals and methods which might be utilized in evaluating the program in each of the five areas listed. Each area of concern has been divided into several sub-areas, each of which has a corresponding goal. This plan is intended primarily as a guide to be used by the community planning group in selecting evaluation procedures. The specific evaluation plan devised will, of course, be determined by the resources and interests of the group.

Figure 1

Evaluation Plan for a Community Operated Reading Program

Area of Concern	Goals	Methods/Materials
A. Implementation Process		
Time Schedule	All activities completed within specified time period	Review administrative, personnel and fiscal records including all contracts with personnel and agencies
Staff Selection	Full staffing accomplished within the framework of personnel and budget requirements	Review results of student selection process
Securing Facilities and Materials	Appropiate space and equipment secured within budget and geographic specifications	
Pupil Selection	Optimum number of pupils selected and written parental permission obtained	
B. Participant Response to Roles and Responsibilities		
Nature of Roles/Responsibilities	Program activities make optimum use of their skills	Design questionnaires and interviews to elicit participant views in these areas
Involvement in Decision-making Process	Participants share equally in decision-making regarding program functioning	Periodic observation of participant behavior
Satisfaction with Roles	Participants express satisfaction with their roles and perform all designated tasks	Review minutes of staff meetings
Interactional Patterns between Participants	Continuous and open communication between participants	Check pupil attendance records and staff attrition

Area of Concern	Goals	Methods/Materials
C. Cost/Benefit Assessment		
Actual Cost of Equipment, Facilities, Salaries, etc.	Cost do not exceed planned budget	Review program budget
Use of Facilities/Resource Materials	Optimum use of facilities and resources by staff, pupils	Compare reading levels for program and non-program students
Benefit per Student	Pupil achievement significantly reduces the time, materials and staff required to teach pupil in the regular classroom	Review individual pupil achievement level Monitor pupil progress in regular classroom Calculate cost of program per student
D. Community Response to Program		
Community Awareness of Program	Broad-based community awareness of program goals, operations and outcomes	Design questionnaires and interviews to elicit the response of representative community members to the program
Community Support of Program	Community members support the program verbally and by providing services, publicity, equipment, facilities and/or funding	Interview program staff and community members, regarding their interactional patterns
E. Feasibility of Program Expansion		
Cost (in time, staff training, equipment, etc.) to Implement Program in a Variety of Communities	Program is flexible enough to be implemented in a number of communities without extensive changes in staffing, facilities, etc.	Review of program operations, costs, etc. by educational administrators and staff, particularly in those communities with somewhat different populations, resources, etc.

The activities specified in the evaluation plan require some knowledge of evaluation methodology. Thus, the planning committee should elicit the participation of someone with expertise in this area. Most school systems have such persons on staff and have a responsibility to provide consultation to community members involved in expanding educational services. The program budget could be increased to include funds for such a person, if necessary. It is recognized that these evaluation activities require extended effort on the part of the planning committee as well as program participants. However, without these efforts the total impact of the program cannot be determined. The point to be kept in mind is that program evaluation is not just a reflection of program operations, this process can shape the success of the program's activities.

This reading program offers parents and community members a unique opportunity - the chance to assist their children in developing their cognitive skills to the fullest extent. In effect, they will be offering the children a better chance for a quality existance.

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